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ABSTRACT

This report describes programs at New Mexico's colleges and universities that focus on the recruitment and retention of Native American Students. It also provides enrollment data for fiscal year 1995-96 and student retention data for three cohorts of students who enrolled as freshmen in 1993, 1994, and 1995. The report is based on a survey of all public postsecondary institutions in the state. In fall 1995, 6,682 Native American students were enrolled at public postsecondary institutions in New Mexico, representing 6.7 percent of total enrollment, down slightly from 6.8 percent in fall 1994. Statewide, about 44 percent of Native American freshmen either completed their program of studies within one year or returned to school for a second year, as compared to 51 percent of non-Indian students. Eight institutions reported having programs that focused specifically on the recruitment and retention of Native American students. Concerns of tribal education leaders in regard to recruitment and retention are reviewed. Appendixes provide supporting statistical data, a copy of the survey form, and brief descriptions of recruitment and retention programs at 23 institutions. (MDM)

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ED 414 774

NEW MEXICO COMMISSION ON HIGHER EDUCATION

Native American Student Recruitment and Retention At Colleges and Universities in New Mexico

Fall 1996

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NATIVE AMERICAN STUDENT RECRUITMENT AND RETENTION AT COLLEGES AND UNIVERSITIES IN NEW MEXICO

New Mexico Commission on Higher Education Fall 1996

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NATIVE AMERICAN STUDENT RECRUITMENT AND RETENTION AT COLLEGES AND UNIVERSITIES IN NEW MEXICO

New Mexico Commission on Higher Education
Fall 1996

EXECUTIVE SUMMARY

This report is an update to the 1995 report and describes programs at New Mexico's colleges and universities that specifically concentrate on recruitment and retention of Native American students. (All institutions were surveyed and material provided by institutions that do not have a program identified to specifically serve Native Americans is summarized in an appendix.) This report also provides enrollment data for FY 95-96 and student retention data for three cohorts of students who were enrolled as freshmen, 1992 to 1994. Additionally it relates information provided by tribal representatives.

- In fall 1995, 6,682 Native American students were enrolled at public postsecondary institutions in New Mexico. This represents 6.7 % of total enrollment, which is very similar to the 6.8% enrolled in Fall of 1994.

- Included in this report is information about the University of New Mexico-Gallup Branch, where 69% of the student body are Native American. Because of this high level of enrollment, most of the recruitment and retention services are directed toward this population and therefore, all programs and staff are considered to be tuned to the needs of Native American students.

- Seven other institutions reported having programs that focused specifically on recruitment and retention of Native American students. Those institutions (listed in rank order of Native American enrollment) are San Juan College, the University of New Mexico-Main Campus, Albuquerque T-VI, New Mexico State University, Northern New Mexico University, New Mexico Highlands University, and Eastern New Mexico University.

- Program success is measured differently and usually in very general terms by each program that provides services to Native American students. While

assumptions can be made that students who receive services from these programs do better and stay in school longer, no program reported using a method to research the relationship between program services and retention and graduation of their clients. No formal institutional assessment process was reported.

- Little research data are currently available about the effectiveness of recruitment and retention programs. The most convincing information would come from studies tracking the enrollment and program completion of Native American students who participated in these specialized programs, in comparison either to other students or to Native American students who did not participate in the programs. Such tracking studies have not been completed at any of the institutions.

- Information is available about the retention of Native American students from their first semester of enrollment to the third semester, that is, those who returned for a second year. The data indicate that, statewide, about 44% of Native American freshmen either complete their program within one year or return for their second year. Statewide, about 51% of non-Indian students return for a third semester without a break.

- The Commission on Higher Education has been working with Indian Education leaders since January 1994. In January 1995, the CHE approved a resolution that a format be established for on-going formal communication between the New Mexico Tribal Education Leaders and the CHE. At the request of the tribes, and as recommended in the 1995 report in response to Senate Memorial 101, the CHE signed two Memorandums of Understanding (MOU's) in the summer of 1996. One was with the NM Tribal Higher Education Commission (NMTHEC) and the other was with the Navajo Nation. In response to the MOUs, meetings are being held quarterly, or as needed, with the NMTHEC and with the Education Committee of the Navajo Nation.

- While each tribe responded individually, the major concerns for Native American students continue to be rising costs with dwindling federal and tribal resources available to students. Poor academic preparation of many Native American students, social adjustment of students from reservations when they arrive at institutions, lack of significant student support services to help at the academic and social level, loss of credit when Native American students transfer from two year to four year institutions, and low retention rates for Native Americans were also listed as common concerns

of tribal representatives.

- From the tribal perspective, the progress at institutions toward increased access and improved retention is partly the result of the development of Memorandums of Understanding (MOUs) and Memorandums of Agreement (MOAs) between the tribes and the institutions.

- Both the New Mexico Tribal Higher Education Commission and the Navajo Nation are developing strategies to improve recruitment and retention for Native American students. Those strategies include developing Memorandums of Understanding (MOU's) with institutions, working with institutions to create recruitment and retention plans, and developing contractual agreements with universities and colleges.

- As part of their strategies, NMTHEC and the Navajo Nation have both indicated that they expect the CHE to take an active role in the development of policy changes to improve the accessibility, retention, and education opportunities for Native American students at the postsecondary level.

NATIVE AMERICAN STUDENT RECRUITMENT AND RETENTION AT COLLEGES AND UNIVERSITIES IN NEW MEXICO

New Mexico Commission on Higher Education
Fall 1996

In March 1995, the New Mexico Commission on Higher Education (CHE) published a report in response to a request by the New Mexico Senate (Senate Memorial 101,1994). SM 101 requested the CHE to study recruitment and retention programs for Native American students at New Mexico's public postsecondary institutions, gathering statistics sufficient to determine the comparative success of the programs. However, it became evident that such evaluation must be planned and implemented over a period of time sufficient to allow collection of consistent, accurate and reliable data. In order to gain the information requested, institutions need to develop methods for tracking students and assessing the outcomes of specific recruitment/retention efforts. Useful longitudinal data regarding program success requires resources, time, planning, and institutional commitment to the process.

The 1995 report assembled a simple description of many of the existing programs, provided enrollment information, and listed student retention data for three cohorts of students, 1990 to 1992. This report, while not a study on success, is an update to the 1995 report and describes programs at colleges and universities that specifically concentrate on recruitment of prospective students and retention of current Native American students. Additional material was provided by institutions that do not have a program expressly designed to address recruitment and retention of Native American students as a distinct population. A portion of that information appears in Appendix C and reflects new institutional initiatives that also benefit Native Americans. Information was gathered through a survey to all institutions in the state (see Appendix B). This report also includes current student enrollment information and more recent data on student retention for cohorts for 1993-1995.

Additionally, this report summarizes feedback from tribal higher education leaders, representing fourteen of the nineteen Pueblos, the Jicarilla Apache, the Mescalero Apache, and the Navajo Nation.

WHERE ARE NATIVE AMERICAN STUDENTS ENROLLED?

In Fall 1995, 6,682 Native American students were enrolled at public postsecondary institutions in New Mexico. This represents 6.7 % of total enrollment, which is very similar to the 6.8% enrolled in Fall of 1994.

As previously reported, Native American enrollment continues to vary widely across institutions. In fall of 1995, the institutions with the greatest numbers (over 100 students) of Native American students were:

1.	University of New Mexico-Gallup	2,079 (69%)
2.	San Juan College	1,184 (27%)
3.	University of New Mexico-Main	957 (4%)
4.	Albuquerque T-VI	848 (6%)
5.	New Mexico State University	415 (3%)
6.	New Mexico State University-Grants	203 (30%)
7.	Northern NM University	113 (7%)
8.	New Mexico Highlands University	112 (4%)
9.	Santa Fe Community College	101 (2%)

The numbers and percentages of Native American and other ethnic clusters of students enrolled at all New Mexico postsecondary institutions are shown in Appendix A.

WHAT PROGRAMS EXIST THAT FOCUS SPECIFICALLY ON NATIVE AMERICAN STUDENTS?

Many institutions serve Native American students as part of an overall service delivery plan or through more general minority programs. In the previous 1995 report, these more general forms of service were included. For the purposes of this report, information was requested for only programs that specifically focus on recruitment and retention of Native American students. Institutions with these programs are listed in this section.

UNIVERSITY OF NEW MEXICO-GALLUP- UNM-Gallup has one of the highest enrollments of Native American students in public post-secondary institutions in America. Approximately 69% of the student body is Native American. Because of this high level of enrollment, most of the recruitment and retention services are directed toward this population and therefore, all programs and staff are considered to be tuned to the needs of Native American students. In addition to recruitment and retention services on campus, services are offered at an on-site

learning center in Zuni.

SAN JUAN COLLEGE- San Juan College has a Native American Program whose primary purpose is to provide services to Native American students and to work with the Native American communities, governments and entities. The program renders assistance to Native American students in the areas of, but not limited to, admission, scholarship, financial aid, academic and vocational advisement, and college adjustment. The program also serves as a liaison between the college and tribal governments and agencies, Native American communities and educational organizations.

The Native American Program has a staff of 2 FTE and an annual budget of $83,000. Out of the 1,184 Native American students enrolled at San Juan College in fall of 1995, 500 students were served. Approximately 243 prospective students were served during that same period.

UNIVERSITY OF NEW MEXICO-MAIN CAMPUS- UNM has three distinct programs that specifically serve Native Americans. While these programs appear to duplicate their services to Native American students, it is unclear as to which programs provide which services to which students. The University is currently reviewing the roles of each department for a possible revision of services and reallocation of resources.

American Indian Student Services The American Indian Student Services operates at the University of New Mexico to recognize, support and serve the educational and cultural needs of its American Indian student population. In addition to attempting to maintain an educationally stimulating environment, the program seeks the coordination, monitoring and assessment of students' academic programs. It works closely with faculty and department academic advisors, and also interacts with the financial aid office and other services in the Student Affairs Division (recruitment, admissions, registration, ethnic centers), and with the student health and mental health centers.

This program has a staff of 3.5 FTE and an annual budget of $85,745. Out of the 957 Native American students enrolled at UNM in fall of 1995, 476 students were served by this program during that same period. While this office also is active in the recruitment process, numbers of prospective students served were not reported.

Native American Studies Academic and Intervention and Retention Project This program is a multi-component academic model for student retention that includes

1) a student resource component responsible for academic advisement, financial aid counseling, and referrals for academic assistance; 2) math and English tutoring; 3) computer technology assistance including support from specialists and a computer pod; and 4) an information component for research and collection and dissemination of information relevant to Native American issues (including a monthly newsletter with a distribution of 1,500).

This project has a staff of 7 FTE and an annual budget of $265,500. Out of the 957 Native American students enrolled at UNM in fall of 1995, 200 students were served by this program during that time. Approximately 90 prospective students were also served during that same period. (The numbers of prospective students reported for Summer 95 and Spring 96 were considerably higher totaling 515 students.)

Native American Program, College of Engineering NAPCOE'S mission is to support the engineering, scientific and mathematical education of Native American students at UNM. Services include assistance with admission and financial aid applications, academic advising, career counseling, tutoring, internship/ co-op referrals, job placement, recruitment and high school summer bridge programs.

This program has a staff of 4 FTE and an annual budget of $507,720. Operating funds come from a variety of sources... from the Indian Resource Development Program ($42,000), from the US Department of Defense (including $108,627 in scholarships), and from private sources. While UNM does not provide funding for this program it provides administrative services and logistical support. Out of the 957 Native American students enrolled at UNM in fall of 1995, 60 engineering students were served by this program. Approximately 60 prospective students were served during that same period.

ALBUQUERQUE T-VI- The Native American Student Program is a new one and hired its first staff member this year. That staff member will provide assistance for admission applications, information on the registration process, academic advising, help with the preparation of the financial aid applications, and referral to other resources, as needed. The program is also responsible for special recruitment and retention efforts.

The program has a staff of 1 FTE and funds for that position are integrated in the Student Services budget. Because this is a new program, no service records are yet available for Native American students. A financial aid officer at AT-VI is also designated to provide special services to students who receive tribal financial assistance.

NEW MEXICO STATE UNIVERSITY-MAIN CAMPUS- NMSU has an American Indian Program whose purpose to recruit, retain, and graduate Native American Students. Services include: counseling, academic advising, tutoring, office use, student orientation workshops, student recognition programs, intramural activities, tribal scholarship information, and computer use.

The Program has a staff of 3 FTE and an annual budget of $127,243. Out of 415 Native American students enrolled in Fall of 1995, 260 received services from AIP. 435 prospective students served were served during that time.

NORTHERN NEW MEXICO COMMUNITY COLLEGE- The mission of the Office of American Indian Affairs (AIA) is to provide student support services and to strengthen Northern's relationship with the tribal governments of the Eight Northern Indian Pueblos. Student support services include recruitment/career counseling, assistance with financial aid issues, referral services, academic advisement, retention and follow-up.

The program has a staff of 1 FTE and a budget of $47,200. Out of 113 Native American students enrolled for Fall of 1995, reports indicate that 67 received service through the Office of American Indian Affairs. Although prospective students are served, no records were available.

NEW MEXICO HIGHLANDS UNIVERSITY- Services provided specifically for Native American students are through the Native American Counseling Program. As an integral part of NMHU's Personal Counseling Services, the Native American counselors provide personal and academic counseling, assistance with financial aid issues, student orientation, student employment assistance, social activities, advocacy withing the university and the Las Vegas community, information and referral to campus based student services.

The program has a staff of 1 FTE and a budget of $26,000. Out of 112 Native American students enrolled for Fall of 1995, reports indicate that 111 received service through the Native American Counseling program. 250 prospective students were served.

EASTERN NEW MEXICO UNIVERSITY- The Office of Native American Affairs is available for students as a resource center, a directory, a liaison for tribal or community related issues, and to assist with referrals to other services provided by the university (tutoring, counseling, financial aid, etc.)

The program currently has a staff of .5 FTE on a permanent basis, and .75 FTE in the form of work study students. The budget is incorporated in the general budget for the Office of Student Affairs. No records of students served were reported.

HOW ARE SERVICES FOR NATIVE AMERICAN STUDENTS RECORDED AND/OR TRACKED?

Individual hard copy files are kept for each individual student in the majority of the programs described above. Those files appear to vary in complexity from simply recording contacts with students to containing course schedules, degree summaries, reports of financial aid progress etc. Some programs use log-in forms as a mechanism for recording services. A few programs have access to the institution's mainframe data base and can obtain specific admissions, registration, course schedule and financial aid information from that source.

HOW ARE SERVICES INTEGRATED WITH GENERAL SERVICE DELIVERY UNITS?

Most of the programs report that they work directly with student services (admissions, registration, financial aid, housing, mental health), and with academic departments (faculty, academic advisors). Interactions are generally related to the needs of specific students. Some programs also participate in activities such as recruitment, campus planning, orientation, with other departments. One program indicated that it met with an American Indian Studies advisory board to provide input in the development of curriculum.

HOW IS PROGRAM SUCCESS MEASURED?

Program success is measured differently by each program and usually in very general terms. Success for many programs is self defined by the number of clients, number of contacts with students, student satisfaction evaluation forms, by productive interactions with other institutional service units, and by positive relationships with Indian communities.

Some programs reported that they measured their success by the number of Native American students that enroll, the number that utilize the services, and the number that graduate. While assumptions can be made that students who receive services from these programs do better and stay in school longer, no program reported using a method to research the relationship between program services

and retention and graduation of their clients. No formal institutional assessment process was reported.

HOW EFFECTIVE ARE RECRUITMENT AND RETENTION PROGRAMS?

Little research data are currently available about the effectiveness of recruitment and retention programs. The most convincing information would come from studies tracking the enrollment and program completion of Native American students who participated in these specialized programs, in comparison either to other students or to Native American students who did not participate in the programs. Such tracking studies have not been completed at any of the institutions.

Information is available about the retention of Native American students from their first semester of enrollment to the third semester, that is, those who returned for a second year. More specifically, the data reflect the retention of Native American students who, as **first-time Freshmen, entered in a Fall semester in full-time degree seeking status, and either returned the following Fall or completed a certificate or associate program within one year** (retention to the third term). Information in the following table reflects data summed for three entering groups of students ("cohorts").

Retention to the Third Semester, Native American Students:
Total Numbers Enrolled as Freshmen in Fall 1992, 1993, 1994

Campus	Entered	Returned	Retention Rate
UNM-Gallup	521	267	51.2%
San Juan College	514	222	43.2%
UNM-Main Campus	242	129	53.3%
Albuquerque T-VI	679	235	34.6%
NMSU-Main Campus	263	169	64.3%
NM Highlands Univ.	77	28	36.4%
NNMCC	48	17	35.4%

(Note: For NMSU, cohort includes both full-time and part-time students. Also the number returned and the retention rate include students that returned to any NMSU campus.

For information on freshmen retention to the third semester for Native Americans at other institutions on a year-by-year basis, see Appendix A. Please also refer to Appendix A for caveats in interpreting data.

The data indicate that, statewide, about 44% of Native American freshmen either complete their program within one year or return for their second year. How does the retention rate for Native American students compare with that for other ethnic clusters of students? The following table shows statewide comparisons, combining data from all New Mexico institutions. Statewide, about 51% of non-Indian students return for a third semester without a break.

Statewide Freshman Retention to the Third Semester:
by Ethnic Cluster, Summed for 1992, 1993, and 1994

Ethnicity	Entered	Returned	Retention Rate
Native American	2,825	1,236	43.8%
Black	1,037	504	48.6%
Asian	538	319	59.3%
Hispanic	13,432	6,569	48.9%
Anglo	15,457	8,100	52.4%
Total	33,289	16,728	50.3%

For information on freshman retention to the third semester for other institutions, see Appendix A.

NEW INITIATIVES FOR NATIVE AMERICANS AT POSTSECONDARY INSTITUTIONS WITH SPECIAL PROGRAMS FOR NATIVE AMERICAN STUDENTS

The institutions featured in this report have reported a number of new initiatives designed to improve and support access and retention for Native American students. Highlights are:

UNM-Gallup- Through monies from a special legislative appropriation, two

full time positions were developed to assist only Native American students with advisement, financial aid and transfer issues. One position was at Gallup and the other was at the Zuni learning site.

San Juan College- A Navajo Nation Developmental Scholarship Program has been developed for first-time college students who need extra help in Math, Reading, and English. The scholarship provides additional funds to students enrolled in these developmental classes.

University of New Mexico- The "Junior University" is a project with San Felipe Pueblo to motivate and prepare Native American elementary students to stay in school and to plan to attend college. It is anticipated that this pilot project can be extended to other communities. Additionally, a new scholarship program has been created for Native American students at UNM.

Albuquerque TVI- has created an advisor position to provide assistance to Native American students in the areas of admissions, registration, academic advising, and financial aid. That person also serves as a liaison for outreach to the tribal communities.

New Mexico State University- A new student organization, American Indian Student Education Association, has been developed to support Indian students enrolled in the College of Education. Its purpose is to support students by serving as a point of contact for advisement, sustaining an exchange of ideas and information, and providing referrals for meaningful work experience.

New Mexico Highlands University- Although not a new initiative, NMHU's Early Alert program continues to support retention efforts of Native American students. The institution plans to seek additional funds to develop new initiatives, including a visiting Native American Scholars/Elders Program.

Northern New Mexico Community College- An Environmental Training Initiative has been developed as a pilot project to train a cohort of 10-12 Native American students as environmental technicians. Students trained this year will receive a certificate in the area of environmental management, by May of 1997. This initiative is the result of a collaborative effort between Northern and Santa Fe Community College (which pays for tuition for some of the students).

COMMUNICATION BY INSTITUTIONAL PROGRAM STAFF WITH TRIBAL REPRESENTATIVES

All programs report that they communicate directly with tribal representatives. Some contact occurs through correspondence and other through meetings on campus with tribal representatives when they visit with their students. Several institutions have created American Indian advisory committees in which tribal higher education leaders are active members. Communication in the form of newsletters and counselor reports are also directed to members of the Native American communities. One institution communicates with members of the NM Tribal Higher Education Commission through e-mail with equipment provided by that institution.

Several institutions indicated that they make regular site visits to pueblos, chapter houses, and tribal offices.

RELATIONSHIP BETWEEN THE CHE AND TRIBAL HIGHER EDUCATION LEADERS

The Commission on Higher Education has been working with Indian Education leaders since January 1994. A staff member is assigned to serve as liaison to the New Mexico Tribal Higher Commission (NMTHEC), which is composed of higher education leaders empowered to act on behalf of 21 of New Mexico's 22 Tribal Governments. NMTHEC represents the nineteen Pueblos, the Mescalero Apache, and the Jicarilla Apache Tribes.

In January 1995, the CHE approved a resolution that a format be established for on-going formal communication between the New Mexico Tribal Education Leaders and the CHE. A Native American Advisory Council was developed at that time and remained active until Spring of 1996.

At the request of the tribes, and as recommended in the 1995 report in response to Senate Memorial 101, the CHE signed two Memorandums of Understanding (MOU's) in the summer of 1996. One was with the NM Tribal Higher Education Commission (NMTHEC) and the other was with the Navajo Nation. In response to the MOUs, meetings are being held quarterly, or as needed, with the NMTHEC and with the Education Committee of the Navajo Nation.

For the last two years, the tribes have applied for funding through the CHE

Research and Public Service Projects proposal process. Each time, the CHE has recommended legislative funding ($150,000) for a college preparation program that would be developed and be implemented in the Native American communities. In 1996, due to state fiscal limitations, monies were not available from the Legislature to fund this request. The request for 1997-98 is pending legislative approval in the spring of 1997.

CHE staff has participated in various Native American initiatives such as the UNM Legislative Oversight Committee, the Native American Engineering and Science Fair, the Indian Education Planning Forum, and the American Indian Educational Opportunities, Inc.

TRIBAL PERSPECTIVES

The New Mexico Tribal Higher Education Commission (NMTHEC) has been empowered to act on behalf of 21 of New Mexico's 22 Tribal Governments to represent the tribes on matters of higher education. For the purpose of this report, members of the NMTHEC were surveyed in an effort to understand their perspective on the progress made with institutions, and the continuing concerns about Native American education at the postsecondary level. From the NMTHEC, fourteen of the state's nineteen Pueblo Tribes and both the Jicarilla and Apache Tribes responded to the survey. Additionally, the Navajo Nation was surveyed separately.

1. **Continuing Concerns:**

   While each tribe responded individually, the major concerns for Native American students continue to be rising costs with dwindling federal and tribal resources available to students.

   For Fall of 1995, fourteen Pueblo Tribes reported funding 221 students to attend institutions in New Mexico; the two Apache Tribes reported funding 83 to attend college in the state; the Navajo Nation reported funding 331 students to attend institutions in the state, for a total of 635 students. The total Native American headcount at postsecondary institutions in New Mexico for fall of 1995 was 6,682. (It should be noted that headcount counts **all Native American students**. Included are part time students, graduate students, and out of state residents.)

   Even though information was not available from some Pueblos, and the

information provided may not have included graduate students, it is clear that only a small percentage of Native Americans attending institutions in New Mexico are being funded by tribes within the state. Tribal representatives indicate that almost all scholarship programs are forced to turn down qualified applicants because they simply don't have the resources to meet all requests. The scholarship office for the Navajo Nation reported that for the FY 95, only 3,016 Navajo students were funded to attend institutions nationwide out an application pool of 16,500.

Poor academic preparation of many Native American students, social adjustment of students from reservations when they arrive at institutions, lack of significant student support services to help at the academic and social level, loss of credit when Native American students transfer from two year to four year institutions, and low retention rates for Native Americans were also listed as common concerns of tribal representatives. For the Navajo, there is concern about lack of efforts to recruit the Navajo students who live in rural areas of New Mexico.

2. **Progress Made Between Tribes and Institutions:**

From the tribal perspective, the progress at institutions toward increased access and improved retention is partly the result of the development of Memorandums of Understanding (MOUs) and Memorandums of Agreement (MOAs) between the tribes and the institutions. Thus far, the NMTHEC has finalized a MOU with the University of New Mexico and is currently working to develop MOUs with New Mexico State University, New Mexico Highlands University, and Albuquerque TVI. The Navajo Nation has developed a MOA with the University of New Mexico for a Navajo Nation Graduate Fellowship Program. MOAs for the administration of scholarships for students needing developmental classes have also been developed between the Navajo Nation and UNM-Gallup, San Juan College, and Navajo Community College. Plans are currently underway to enter into a MOA with UNM main campus for developmental scholarships.

In an effort to hold institutions and students accountable, a pilot project is currently in place with Arizona State University where new Navajo students are required to go through a year long orientation program to help retain them through graduation. The university has developed a series of activities in which students are required to participate or funding provided by the tribe is withheld from the student by the institution.

In Fall 1996, the Navajo Nation issued a Request For Proposals (RFP) for institutions in New Mexico to contract to serve cohorts of undergraduate and graduate students. It is required that the proposals include a methodology for instruction as well as a retention plan to assist students in the completion of a degree program. The inclusion of matching funds from the institution was encouraged.

3. **Tribal Strategies to Impact Institutional Effectiveness Regarding Access and Retention of Native American Students:**

   The strategies of the NMTHEC to improve recruitment and retention for Native American students are:

   A. To implement MOUs with all higher education institutions in New Mexico by 1999.

   B. To work toward the development and implementation of Native American recruitment and retention plans by each postsecondary institution in the state by 1999.

A strategy of the Navajo Nation to improve recruitment and retention for Native American students is to develop contractual agreements with major universities and colleges in the states of Arizona, New Mexico, Utah and Colorado which will require that every freshmen or first-year Navajo student participate and complete a residential college orientation program.

As part of their strategies, NMTHEC and the Navajo Nation have both indicated that they expect the CHE to take an active role in the development of policy changes to improve the accessibility, retention, and education opportunities for Native American students at the postsecondary level. The NMTHEC has reported that it expects the CHE to be more aggressive and influential with institutions regarding resolution to the problems Native Americans experience in college.

RECOMMENDATIONS FOR IMPROVING RECRUITMENT AND RETENTION OF NATIVE AMERICAN STUDENTS AT POSTSECONDARY INSTITUTIONS IN NEW MEXICO

In preparing this report, the Commission on Higher Education has gathered information from New Mexico postsecondary institutions and tribal representative through meetings and formal surveys. Based on the information gathered, the

discussions that ensued, and the tribal requests and suggestions, the CHE recommends that several steps be taken to improve access and retention of Native American students at postsecondary institutions in New Mexico. To be successful in making changes, a partnership among all involved parties is necessary and, as such, it is recommended that each group assume responsibilities for improvement.

Institutional Responsibilities:

1. To strengthen relationships, communication should be increased between institutional representatives and tribal higher education leaders. One model is for institutions to work with the New Mexico Tribal Higher Education Commission and with the Education Committee of the Navajo Nation.

2. Institutions should develop methods of improving retention rates and for providing accountability for service. To accomplish this, institutions may wish to create an institutional plan. In such, institutions are encouraged to establish Native American advisory boards and to include a method for tracking individual Native American students.

Tribal Responsibilities

1. To clarify the expectations of institutions and of tribal entities and to formalize agreements, tribal representatives are encouraged to work with public colleges and universities in New Mexico to develop Memorandums of Understanding or Agreement and to consider developing contractual agreements with institutions.

CHE Responsibilities

1. The Commission should continue to provide leadership in planning and coordinating efforts within New Mexico to foster access and promote retention for Native American students. While the tribes have indicated in their surveys that they want the CHE to take a more assertive role in making policy changes, it is unclear as to what they want specifically. It is important that the CHE clarify tribal expectations, articulate their concerns, and facilitate resolution with the institutions.

2. The Commission on Higher Education should continue to report annually to the Legislature and the Governor regarding institutional progress in expanding access and improving retention rates for Native American students.

3. Partnerships should be expanded between the Commission, the Tribes, the State Board of Education and the public schools to implement effective strategies to improve student preparation for college, expand early intervention services, promote transfer among institutions, and enhance community outreach.

Gubernatorial and Legislative Responsibilities

1. The Governor is encouraged to promote diversity in the composition of the governing boards of universities and colleges including representation from the Native American constituency in New Mexico.

2. The Legislature is urged to appropriate monies to develop a pilot project for a college preparation program in Native American communities.

APPENDIX A

SUPPORTING STATISTICAL DATA

1. Headcount and Percent of Native Americans by Institution, Fall 1995

2. Headcount- Fall 1995; Ethnicity and Gender of Students by Institution

3. Freshmen Retention to the Third Semester by Institution for Native Americans for Years 1992, 1993, 1994

4. Freshmen Retention to the Third Semester by Institution by Ethnicity for Years 1992, 1993, 1994

5. Caveats for Interpreting Data

12/12/96 THE NEW MEXICO COMMISSION ON HIGHER EDUCATION

Headcount and Percent of Native Americans

FALL 1995

Institution	Native American	Percent	Total Headcount
Research Universities			
NMIMT - MAIN	40	2.69	1,485
NMSU - MAIN	415	2.74	15,127
UNM - MAIN	897	4.07	23,500
UNM - MEDICAL SCHOOL	12	3.99	301
Comprehensive Universities			
ENMU - MAIN	55	1.60	3,441
NMHU - MAIN	112	3.98	2,813
WNMU - MAIN	49	2.26	2,165
Branch Community Colleges			
ENMU - ROSWELL	42	1.56	2,685
NMSU - ALAMOGORDO	75	3.32	2,261
NMSU - CARLSBAD	42	3.53	1,191
NMSU - DONA ANA	80	2.05	3,893
NMSU - GRANTS BRANCH	203	30.48	666
UNM - GALLUP BRANCH	2,079	69.39	2,996
UNM - LOS ALAMOS	19	2.23	853
UNM - VALENCIA	34	2.38	1,430
Independent Community Colleges			
ATVI - MAIN CAMPUS	848	5.59	15,176
CCC - MAIN	36	0.95	3,809
LVTI - LAS VEGAS	26	1.92	1,151
NMJC - MAIN	23	0.84	2,752
NMMI - MAIN	9	1.94	463
NNMCC - EL RITO	7	4.14	169
NNMCC - ESPANOLA	106	7.48	1,417
SJC - MAIN	1,184	27.31	4,336
SFCC - MAIN	101	2.20	4,587
Other			
UNM - TAOS CENTER	33	4.44	743
ENMU - RUIDOSO	61	11.82	516
ATVI - UNM SITE	34	8.25	412
Total	6,682	6.65	100,538

Source: Institutional Registrar's Reports
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12/12/96

THE NEW MEXICO COMMISSION ON HIGHER EDUCATION
Ethnicity and Gender of Students
HEAD COUNT - FALL 1995

Institution	White	Hispanic	Native American	Black	Asian	Non Resident Alien	No Response	Female	Total Headcount
Research Universities									
NMIMT - MAIN	1,016	252	40	11	43	122	1	524	1,485
NMSU - MAIN	8,654	4,926	415	286	151	695	0	7,648	15,127
UNM - MAIN	14,727	5,566	957	536	638	684	392	13,068	23,500
UNM - MEDICAL SCHOOL	194	73	12	3	17	0	2	167	301
Comprehensive Universities									
ENMU - MAIN	2,422	717	55	159	47	30	11	1,925	3,441
NMHU - MAIN	781	1,790	112	68	18	35	9	1,673	2,813
WNMU - MAIN	1,090	917	49	50	6	41	12	1,346	2,165
Branch Community Colleges									
ENMU - ROSWELL	1,607	941	42	68	10	3	14	1,719	2,685
NMSU - ALAMOGORDO	1,552	439	75	130	57	8	0	1,407	2,261
NMSU - CARLSBAD	781	341	42	17	9	1	1	744	1,191
NMSU - DONA ANA	1,693	1,943	80	115	28	34	0	2,127	3,893
UNM - GALLUP BRANCH	249	208	203	0	5	1	0	452	666
UNM - LOS ALAMOS	510	342	2,079	15	14	3	33	1,900	2,996
UNM - VALENCIA	500	254	19	4	21	17	38	540	853
	654	704	34	13	6	2	17	1,029	1,430
Independent Community Colleges									
ATVI - MAIN CAMPUS	6,961	5,832	848	481	340	14	700	8,793	15,176
CNM - MAIN	2,820	654	36	244	53	2	0	2,413	3,809
LVTI - LAS VEGAS	139	1,134	26	10	6	1	35	775	1,351
NMJC - MAIN	1,815	761	23	104	10	16	23	1,772	2,752
NMMI - MAIN	314	70	9	32	17	21	0	91	463
NNMCC - EL RITO	55	106	7	0	1	0	0	101	169
NNMCC - ESPANOLA	253	1,038	106	8	12	0	0	894	1,417
SJC - MAIN	2,582	454	1,184	18	36	0	62	2,768	4,336
SFCC - MAIN	2,476	1,730	101	29	35	25	191	2,945	4,587
Other									
UNM - TAOS CENTER	308	335	33	2	1	2	62	517	743
ENMU - RUIDOSO	363	65	61	2	4	0	1	379	516
ATVI - UNM SITE	136	183	34	27	22	5	5	222	412
Total	54,652	31,795	6,682	2,432	1,607	1,762	1,608	57,939	100,538

Source: Institutional Registrar's Reports
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NEW MEXICO COMMISSION ON HIGHER EDUCATION
FRESHMEN RETENTION TO THE THIRD SEMESTER FOR NATIVE AMERICANS
FOR YEARS 1992, 1993, 1994

INSTITUTION	START IN 92	RETURN IN 93	%	START IN 93	RETURN IN 94	%	START IN 94	RETURN IN 95	%	3 YEAR TOTAL START	3 YEAR TOTAL RETURN	%
Research												
NMIMT	20	14	70.0	3	1	N/A	13	9	N/A	36	24	66.7
NMSU [1]	105	70	66.7	91	67	73.6	67	32	47.8	263	169	64.3
UNM	72	41	56.9	82	45	54.9	88	43	48.9	242	129	53.3
Comprehensive												
ENMU	10	3	N/A	17	7	41.2	18	6	33.3	45	16	35.6
NMHU [2]	24	6	25.0	28	7	25.0	25	15	60.0	77	28	36.4
WNMU	8	2	N/A	15	5	33.3	17	7	41.2	40	14	35.0
Branch CC												
ENMU-Roswell	2	0	N/A	3	0	N/A	15	3	20.0	20	3	15.0
NMSU-Alamo [3]	9	6	N/A	14	6	N/A	15	8	53.3	38	20	52.6
NMSU-Carlsbad	10	5	N/A	19	5	26.3	9	5	N/A	38	15	39.5
NMSU-Dona Ana [1]	14	2	N/A	49	2	4.1	50	3	6.0	113	7	6.2
NMSU-Grants	8	3	N/A	16	8	50.0	24	12	50.0	48	23	47.9
UNM-Gallup	164	79	48.2	115	72	62.6	242	116	47.9	521	267	51.2
UNM-Los Alamos	2	1	N/A	2	0	N/A	1	0	N/A	5	1	N/A
UNM-Valencia	2	2	N/A	1	0	N/A	8	5	N/A	11	7	N/A
Independent CC												
ATVI	232	107	46.1	254	68	26.8	193	60	31.1	679	235	34.6
CCC	0	0	N/A	6	4	N/A	5	5	N/A	11	9	N/A
ITVI	21	3	*	*	*	*	*	*	*	21	3	14.3
NMJC	5	4	N/A	8	4	N/A	7	2	N/A	20	10	50.0
MTC	3	2	N/A	*	*	*	*	*	*	3	2	N/A
NMMI	7	2	N/A	2	2	N/A	4	3	N/A	13	7	N/A
NNMCC	25	10	40.0	11	2	N/A	12	5	N/A	48	17	35.4
SJC	117	55	47.0	179	82	45.8	218	85	39.0	514	222	43.2
SFCC	6	2	N/A	7	2	N/A	6	4	N/A	19	8	42.1

N/A - Retention rates for cohort sizes less than 15 have little meaning

* - No data for this term

1 Cohort includes both full-time and part-time students

2 Cohort includes students that entered in the summer also for 1992-1993

3 All full-time students are assumed to be degree seeking for 1992-1993

Source: Institutional Reports
S:\worksheets\RET6P96A.XLS

10/15/96

NEW MEXICO COMMISSION ON HIGHER EDUCATION
FRESHMEN RETENTION TO THE THIRD SEMESTER BY ETHNICITY
TOTALS FOR 1992, 1993, AND 1994

INSTITUTION	American Indian			Black			Asian			Hispanic			White/Non-Hisp.			Overall		
	START	RETURN	%	START	RETURN	%	START	RETURN	%	START	RETURN	%	START	RETURN	%	START	RETURN	%
Research																		
NMIMT [3]	36	24	66.7	2	2	100.0	11	9	81.8	152	105	69.1	274	187	68.2	475	327	68.8
NMSU	263	169	64.3	91	65	71.4	52	41	78.8	1,715	1,316	76.7	2,640	1974	74.8	4,761	3,565	74.9
UNM	242	129	53.3	156	105	67.3	188	156	83.0	1,829	1,256	68.7	2,972	2,100	70.7	5,387	3,746	69.5
Comprehensive																		
ENMU	45	16	35.6	49	29	59.2	16	10	62.5	444	203	45.7	1,135	616	54.3	1,689	874	51.7
NMHU	77	28	36.4	38	17	44.7	3	3	100.0	804	464	57.7	169	92	54.4	1,091	604	55.4
WMHU	40	14	35.0	10	4	40.0	5	1	20.0	373	132	35.4	271	93	34.3	699	244	34.9
Branch CC																		
ENMU-Roswell	20	3	15.0	32	8	25.0	5	1	20.0	389	186	47.8	503	220	43.7	949	418	44.0
NMSU-Alamo [5]	38	20	52.6	33	15	45.5	21	11	52.4	153	78	51.0	338	188	55.6	583	312	53.5
NMSU-Carlsbad	38	15	39.5	7	2	28.6	8	3	37.5	176	86	48.9	314	142	45.2	543	248	45.7
NMSU-Dona Ana [2]	113	7	6.2	54	7	13.0	19	3	15.8	1,465	279	19.0	958	107	11.2	2,609	403	15.4
NMSU-Grants	48	23	47.9	4	2	50.0	2	0	0.0	83	44	53.0	67	34	50.7	204	103	50.5
UNM - Gallup	521	267	51.2	3	2	66.7	3	0	0.0	66	38	57.6	62	29	46.8	655	336	51.3
UNM - Los Alamos	5	1	20.0	0	0	0.0	2	0	0.0	111	48	43.2	57	19	33.3	175	68	38.9
UNM - Valencia	11	7	63.6	4	0	0.0	2	0	0.0	236	128	54.2	131	63	48.1	384	198	51.6
Independent CC																		
ATVI	679	235	34.6	304	92	30.3	147	49	33.3	3,402	1,255	36.9	3,233	1,241	38.4	7,765	2,872	37.0
CCC	11	9	81.8	61	59	96.7	12	7	58.3	258	104	40.3	593	257	43.3	935	436	46.6
LTVI [4]	21	3	14.3	0	0	0.0	0	0	0.0	186	99	53.2	20	8	40.0	227	110	48.5
MTC [4]	3	2	66.7	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	3	2	66.7
NMJC	20	10	50.0	109	60	55.0	6	4	66.7	588	304	51.7	1,307	600	45.9	2,030	978	48.2
NNMCC	48	17	35.4	4	2	50.0	1	1	100.0	415	122	29.4	46	7	15.2	514	149	29.0
SJC [1]	514	222	43.2							204	105	51.5				718	327	45.5
SFCC	19	8	42.1	3	2	66.7	1	1	100.0	281	154	54.8	122	64	52.5	426	229	53.8
NMMI	13	7	53.8	75	33	44.0	45	28	62.2	102	63	61.8	519	246	47.4	754	377	50.0
Ethnic totals	2,825	1,236	43.75	1,039	506	48.70	549	328	59.74	13,432	6,569	48.91	15,731	8,287	52.68	33,576	16,926	50.41

Notes:

1 Data is available for only two ethnic groups.

2 Cohort includes both full-time and part-time students for 1993.

3 All full-time students are assumed to be degree seeking for 1993.

4 Data submited for 1992 only.

5 Data is available only in 93-94 for ethnic groups black, asian, and white.

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Source: Institutional Reports
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***CAVEATS FOR INTERPRETING THE INFORMATION ABOUT RETENTION RATES**
When interpreting data about retention rates, it is important to consider the following factors.

1. In FY 93-94, the CHE transferred data collection to File Transfer Protocol (FTP) by which all data is transferred electronically and in the same format. Previously, information was collected individually from each institution and in different formats and had to be manually calculated. These reports reflect both kinds of data retrieval and may be somewhat inconsistent with previous reports.

2. The size of the cohort needs to be considered. If a cohort is fewer than 15-20 students, then a variation of just one student will cause a dramatic swing in the retention rate. Therefore, when the cohort size is small, the retention rates have less meaning.

3. Two categories of students are not included in the data-- transfer students and those who stop-out for a period of time. In the latter case, students who fail to return for a consecutive third semester may well return shortly thereafter, increasing the actual retention rate.

4. Cohort size as defined here does not indicate total enrollment. The two year schools, in particular, have a large proportion of students that are attending part-time or who are not seeking a degree.

5. The data do not necessarily link to recruitment or retention programs, but include students who may or may not have utilized any of these services.

6. Because of the diversity among campuses in terms of mission, programs, location, communities, etc., it would be imprudent to make interpretations based on numbers alone.

APPENDIX B

NM COMMISSION ON HIGHER EDUCATION
FY 95-96 SURVEY OF PROGRAMS AND SERVICES
FOR NATIVE AMERICAN STUDENTS
AT POSTSECONDARY INSTITUTIONS IN NEW MEXICO

Name of Institution _____

Respondent's Name _____ Title _____

Respondent's Phone Number _____ FAX # _____

Please list programs that **focus specifically on recruitment and retention of Native American students:** (Use a separate sheet for each program)

Program name: _____

Staff (FTE): _____ Annual Budget: _____

Number of **enrolled students** served: Summer 95 _____ Fall 95 _____ Spring 96 _____

Number of **prospective students** directly served (please do not include family members in count): Summer 95 _____ Fall 95 _____ Spring 96 _____

PROGRAM INFORMATION

1. Brief description of program and services:

2. Do you keep records of service for specific, individual students? If so, ow are records kept for the purposes of tracking students? (Example: individual file, computerized, on-line, etc.)

3. If you do not keep individual records, how do you account for service provided?

4. To what extent and in what ways does the program integrate services or collaborate with other offices that provide services to Native Americans? (Example: other Native American programs, admissions, records, financial aid, housing, advisement)

5. How is the success of this program measured?

INSTITUTIONAL INFORMATION

1. What kind of direct communication does the program have with tribal representatives?

2. What major new initiatives (if any) regarding services for Native Americans have occurred at your institution during FY 95-96?

3. What changes are being planned for the near future regarding services for Native American students?

4. What suggestions do you have to improve services?

Please return this survey by September 27, 1996 to : Charlotte Cooper, Policy Analyst
New Mexico Commission on Higher Education, 1068 Cerrillos Rd, Santa Fe, NM 87501-4295

APPENDIX C

SUMMARY OF SURVEY RESULTS
NATIVE AMERICAN RECRUITMENT AND RETENTION PROGRAMS
AT COLLEGES AND UNIVERSITIES IN NEW MEXICO

Research Universities

New Mexico Institute of Mining and Technology
New Mexico State University
University of New Mexico

Comprehensive Universities

Eastern New Mexico University
New Mexico Highlands University
Western New Mexico University

Branch Community Colleges

ENMU-Roswell
NMSU-Alamogordo
NMSU-Carlsbad
NMSU-Dona Ana
NMSU-Grants
UNM-Gallup
UNM-Los Alamos
UNM-Valencia

Independent Community Colleges

Albuquerque Technical-Vocational Institute
Clovis Community College
Luna Vocational-Technical Institute
New Mexico Junior College
Mesa Technical College
New Mexico Military Institute
Northern New Mexico Community College
San Juan College
Santa Fe Community College

NEW MEXICO INSTITUTE OF MINING AND TECHNOLOGY

New Mexico Tech does not have an ongoing program that specifically focuses on Native American students. However, it does offer an American Indian Advanced Physics Education summer program to increase the number of Native American students in the fields of math, science and engineering. Additionally it partners with the New Mexico Alliance for Minority Participation which encourages minorities (Native Americans included) to pursue the career fields of Math, Science, and Engineering and is affiliated with NM MESA. Partial funding for the summer on-campus program is provided by the Indian Resource Development Program.

NEW MEXICO STATE UNIVERSITY

Please see page 8 of report for information on the American Indian Program and page 12 for information on a new institutional initiative.

Additionally, the AIP developed a computer lab for student use. Office hours were extended to accommodate student use on the computers. AIP provided book and tuition scholarships during this period to American Indian students who demonstrated financial need.

UNIVERSITY OF NEW MEXICO

Please see pages 6-7 for information on the American Indian Student Services, the Native American Studies Academic, Intervention, and Retention Project, and the Native American Program for the College of Engineering and page 11 for information on new institutional initiatives.

Additionally, the College Enrichment Program (CEP), which serves first-generation, historically underrepresented students initiated a special orientation program for incoming Native American freshmen during the summer of 1996. The program will continue to support students through upper-class peer mentors, advising, academic monitoring, and intervention/referral services as needed.

EASTERN NEW MEXICO UNIVERSITY

Please see page 8 of this report for information on the Office of Native American Affairs.

NEW MEXICO HIGHLANDS UNIVERSITY

Please see page 8 of this report for information on the Native American Counseling Program.

WESTERN NEW MEXICO UNIVERSITY

At Western, there is no identified program to serve Native Americans. Recruitment services are provided through the Admissions office. The peer mentor program is a service that helps Native American students adjust to college life and provides help with classes by assigning a student as a mentor.

EASTERN NEW MEXICO UNIVERSITY-ROSWELL

ENMU-Roswell does not have any programs specifically focusing on Native American students. However, on campus, there are federal TRIO programs (Talent Search and Educational Opportunity Center) that provide recruitment and retention support services to economically disadvantaged students, including Native American students.

NEW MEXICO STATE UNIVERSITY-ALAMOGORDO

Although NMSU-A does not have a program, budget or staff designated for Native American students, the counseling staff, the Director of Information Services, the NMSU-A recruiter, the Financial Aid coordinator, and the Assistant Provost for Student Services are cooperatively and actively involved in numerous recruitment and retention efforts which target Native American students. The Native American Student Organization is active in serving as a support group and informing NMSU-A staff and faculty about tribal customs and belief. They also participate in off-campus events.

An additional part time recruiter will be hired to target Tularosa, Ruidoso, and Mescalero high schools with large Native American populations.

NEW MEXICO STATE UNIVERSITY-CARLSBAD

NMSU-Carlsbad does not have any program that specifically focuses sole on the recruitment or retention of Native American students. However, is a partner in the New Mexico Alliance for Minority Participation. The program encourages minorities (Native

Americans included) to pursue the career fields of Math, Science, and Engineering. Program services for this program include scholarships, mentoring, field trips, summer bridge programs etc.

NEW MEXICO STATE UNIVERSITY-DONA ANA

NMSU-DA does not a have a specific recruitment or retention program for Native American students. However the institution does work in collaboration with NMSU's programs for American Indian students which include Indian Resource Development, Alliance for Minority Participation and Bridges to Native Americans in Community Colleges.

NEW MEXICO STATE UNIVERSITY-GRANTS

Although NMSU-Grants does not have a specific program targeting Native American students, it reports that in the areas of recruitment and retention, progress has occurred. Recruitment visits and financial aid workshops are offered at Tribal Higher Education Offices. Student services representatives visit regularly with tribal agencies regarding funding issues and student advisement. The Native American Student Club has become very active.

UNIVERSITY OF NEW MEXICO-GALLUP CAMPUS

Please see page 5 for information on UNM-Gallup and page 12 for information on new institutional initiatives. Additionally, a new course, Coping With College, has been developed introduce students to the rigors of college and to inform them on how to work with the higher education system has been developed.

UNIVERSITY OF NEW MEXICO-LOS ALAMOS

UNM-LA does not currently have programs that focus specifically on recruitment/retention of Native American students. However, it does offer non-credit (ABE) courses at Jemez and Santa Ana Pueblos. Additionally, UNM-LA targets recruitment at high schools with high Native American populations and at the Eight Northern Indian Pueblos through freshmen summer bridge programs.

UNIVERSITY OF NEW MEXICO-VALENCIA CAMPUS

UNM-LA does not centralize recruitment or retention of Native American Students in any particular department, nor are programs developed for any specific target group. However, as a special initiative, they have offered a course in Magdalena, NM and it work closely with Isleta Pueblo, Acoma Pueblo, and with Southwestern Indian Polytechnic Institute.

ALBUQUERQUE TECHNICAL-VOCATIONAL INSTITUTE

Please see page 7 for information on AT-VI and page 12 for information on institutional initiatives.

CLOVIS COMMUNITY COLLEGE

The report from Clovis Community College indicates that it does not have programs which specifically serve Native American students.

LUNA VOCATIONAL-TECHNICAL INSTITUTE

There is no program specifically designated for Native American students, however LVTI reports that they work directly with the counselor from Tohatchi High School to recruit Native American students. One of the dental instructors is Native American and actively recruits Native American students throughout New Mexico and Arizona. The institution reports that it has established a close working relationship with the Native American Counseling Program at New Mexico Highlands University which provides service to LVTI students.

MESA TECHNICAL COLLEGE

There is no specific program to work with Native American students, however, MESA has received a grant from the Alliance for Minority Participation (AMP). AMP provides scholarships and stipends for ethnic minority students planning to major in math, science, or engineering. Currently two Native American students have been approved for scholarships under this program.

NEW MEXICO JUNIOR COLLEGE

New Mexico Junior College does not have a program specifically directed toward the recruitment and retention of Native American students.

NEW MEXICO MILITARY INSTITUTE

New Mexico Military Institute does not have a program specifically directed toward the recruitment and retention of Native American students. However, they do attend college fairs on the reservations.

NORTHERN NEW MEXICO COMMUNITY COLLEGE

Please see page 8 for information on NNMCC and page 12 for information on its new institutional initiative.

SAN JUAN COLLEGE

Please see pages 6 for information on SJC and pages 12 for its new institutional initiative.

SANTA FE COMMUNITY COLLEGE

While Santa Fe Community College does not have specific program that focuses on recruitment and retention of Native American students, it does support several initiatives that are directly related to recruitment and retention. They include:

1. The Pueblo Initiative is a part of a Title III grant in which activities are designed to recruit and retain traditionally under served/under prepared populations with emphasis on Native populations.

2. A Kellogg grant program focuses on meeting the educational needs of under served populations by developing partnerships and collaborations with pueblo agencies/schools, by implementing leadership and team-building workshops, and offering credit classes and cultural programs.

Additionally, contract courses were taught at Santa Fe Indian School and Cochiti Pueblo

and the Institute of American Indian Arts. Concurrent enrollment agreements were developed with Santa Fe Indian School and St. Katherine's Indian School which include special arrangements for transportation, tutoring and textbooks. SFCC developed the course content for a 10 day summer camp for Native American youth. The Native American Student Association (NASA) provides support to students enrolled at SFCC through orientation sessions, mentoring programs, and assistance with registration processes.

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